

THE IMPLEMENTATION OF ACCELERATED LEARNING PROGRAM IN TEACHING ENGLISH AT ACCELERATED LEARNING CLASS IN MADRASAH TSANAWIYAH NEGERI MODEL MAKASSAR

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ABSTRACT

This thesis explained about the implementation of accelerated learning program in teaching English at accelerated learning class in Madrasah Tsanawiyah Negeri Model Makassar. The main Issue raised here is how the implementation of accelerated learning in teaching English. The issue is developed into four subissues: (1) How is the implementation of accelerated learning program, (2) What are the significances of accelerated learning program, (3) What problems are faced by teacher in teaching English at Accelerated Learning Program. (4) What solutions are given by the teacher in teaching English.

The Research took place at accelerated learning class of Madrasah Tsanawiyah Negeri Model Makassar. The research was descriptive qualitative, designed to describe the implementation of accelerated learning in teaching English. The primary data were collected by interviewing an English teacher, observing his teaching process, and interviewing accelerated learning students. Teacher and students were chosen as respondents or informants based on the characteristic of data needed. The techniques of data collection are (1) participative observation, (2) interview, and (3) documentation.

The research findings show: (1) The implementation of accelerated learning program has been already in progress, though it still needs to be improved, especially in providing different variations in each learning process. (2) The effects that students get in accelerated learning program are graduated faster than their friends whose age are same as their age. (3) The problem which is raised in teaching and learning process in Accelerated Learning Class are the situation in the classroom which is different with other regular class, it makes the student of accelerated learning class feel more than other students, a lot of homework given by the teacher and the length of time in teaching and learning process makes the students feel bored and tired, and the situation in the classroom can not be handle well by the teacher. (4) The solution given by teachers are being a good parent for the students, it will make the students easy to share the problems and consulate the difficulty faced by the students.

Keywords: Implementation, Accelerated Learning Program, Accelerated Learning Class.

INTRODUCTION

Language teaching methodologies in teaching of English language particularly as a foreign language have transformed for many times. Milenkoska (2013: 1115) says that language teaching methodologies have lived through many transformation during the last 6 decades from grammar translations in the early 1950s, the direct method, behaviorism, audio-lingual, cognitive, humanist methods, (silent way, suggestopedia, communicative language learning, total physical response, task-based learning) to Hymes' communicative competence approach, i.e using language in context.

The selection of teaching methods to be used in the learning process should be oriented to the learning objectives to be achieved. In this context, Gomleksiz (2014: 93) argues that the teacher is an important factor to practice the methods and techniques effectively in language classroom. He also said that creating a student-centered, creative and effective learning environment allows students to express themselves better and gives the opportunity to understand themselves in terms of strengths and weaknesses.

The lessons should be designed in a fun situation to get the students attention. Gomleksiz (2014: 94) stresses the quality of language learning environment is closely associated with a well-designed environment. Effective classroom management should meet student's abilities and choice of teaching strategies. In the past and also now, the atmosphere of the learning environment is often perceived as an environment that is excruciating, boring, less stimulating, and takes place monotonically, so that children are forced to learn and less passionate. On the other hand the teachers are also within an atmosphere that is often less pleasant and get caught up in daily routines. Moreover, the birth of law teachers and lecturers demanding figure of a qualified teacher, competent and certified.

Entering the 21st century, the problem about the quality of education in Indonesia is a national problem. Hidayatullah (2010) explained the indicator that shows how low quality of education in Indonesia by UNESCO in 2000 on the Human Development Index (Human Development Index) ranked proven composition of educational attainment, health and income per head which shows that Indonesian human development index decline. Based on the data from UNESCO, among 174 countries in the world, the rank of Indonesia has been decreased. The decline in the quality of education in Indonesia looks of the countries's ranking in the survey from year to year, namely: in 1996 ranked 102, 1997 99 rankings, ranking 105 in 1998, ranking 109 in 1999, and in 2000 ranked 112. The situation is reinforced also from the results of the Political survey and Economic Risk Consultant (PERC), about the quality of education in Indonesia was ranked 12th out of 12 countries in Asia, Rosyada (2004: 4) issues related to the fact the quality of education at the top of a very urgent to think about refinement and improvement of education in Indonesia. The low quality of education is influenced by many things. Government, schools and communities need to hold the correction of educational measures that had been done. School as a formal implementation of education has a great responsibility to improved educational outcomes. One of the educational improvement steps is to find a form of learning that can improve the quality of education. Form of learning which refers to the internal capacity building in stimulating students' learning strategies or implementing learning so that students can achieve the goal of learning as much as possible. In learning activities need to be chosen the right strategy for the purpose of learning can be achieved. Educational reform is changing the learning process, by offering a number of innovative learning. Lessons are offered such as a correction to the conventional traditional learning that has been used.

Jenkins (2010: 2) state that accelerated learning (AL) is one of natural way of learning which is believed to produce "original character" in the era of chaos, because accelerated learning is essentially learning and life philosophy that seeks to humanize the learning process, as well as make the experience for the whole body, mind and personal.

Beale (1997: 15) states that accelerated learning has the characteristics which tend to: a flexible, happy, much the way, concerned with cooperation objectives, humane, multi-sensory, nurturing, centered activity, involves mental, emotional and physical well as prioritize the results.

Accelerated learning program has been being implemented in some schools in Makassar. Madrasah Tsanawiyah Negeri Model Makassar is one of the schools where accelerated learning as a school program being implemented since 3 years ago.

Based on the interview that the researcher did on April 9th, 2015, Hj. Darmawati, S. Pd., M. Pd as a vice principle of curriculum affairs said that accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar has been being implemented since 3 years ago. Accelerated learning program was first established by reason; many students in Madrasah Tsanawiyah Negeri Model Makassar have score in their test 90, 98 to 99. By looking at the score of these students, it is better put them into accelerated class. This reason drives Hj. Darmawati, S. Pd., M. Pd., to find the way to open the acceleration class at that school.

From the interview that the researcher did in Madrasah Tsanawiyah Negeri Model Makassar, the researcher wants to observe the implementation of accelerated learning program, the significances, the problems and the solutions to overcome problems in teaching English at accelerated class.

LITERATURE REVIEW

Lee (2010: 191) states that the responses of faculty members and students indicated that the introduction of accelerated learning can be a positive experience. Importantly, students reported that significant benefits of shortened timeframes for learning were the increased sense of community with and responsibility to their peers, frequency of feedback, and the ability to immerse themselves in a single topic. Faculty members also shared the students' perceptions of social and motivational benefits to learning in shortened timeframes.

Ganiron (2013: 27) points out that the adoption of the principles of Accelerated learning benefited the students in that they learned more, faster, and better, were able to apply what they learned in class in working on their projects, and became better and more creative innovators. Among the techniques used in the course, lectures using LCD projector has been weak in tapping a number of intelligences. This implies that although its use may lead to higher efficiency, the learner may find it difficult to be fully attentive, hence may not learn as much as expected. The use of the other techniques such as individual and group activities is more involving and fun for the students.

Preziosi and Alexakis (2011: 79) point out the procedures outlined were followed closely to assure that the data collection and analyses were done in a manner that is both statistically correct and confidential. The research supports the hypothesis that nontraditional instructional methods lead to significantly better learning than traditional instructional methods.

Based on the research findings above, the reasearcher concludes that accelerated learning program offers more advantages for the students' future. Accelerated learning program can make

students learn faster and more efficient and then students are prepared to compete and survive in globalizati era. Based on the research findings as well, the researcher intends to do the same study on the accelerated learning class in accelerated learning program of Madrasah Tsanawiyah Negeri Model Makassar, hoping that the same findings will be obtained from it. However, in this research the reasearcher will try to describe and find out the implementation, significances, the problems, and the solutions to overcome the problems in the implementation of accelerated learning program at accelerated learning class of Madrasah Tsanawiyah Negeri Model Makassar.

Accelerated Learning

The following definitions of accelerated Learning are divided from several views: Russel (2011: 5) says that accelerated basically means growing fast. Learning is defined as the process of changing habits due to the skills, knowledge, or new attitudes. If combined, accelerated learning is "changing habits by increasing velocity".

DePorter and Mike (2004: 14) considere accelerated learning to enable learners to learn at an impressive pace, with a normal effort and accompanied by joy. This method brings together elements that at first glance seems not to have similarities, such as entertainment, games, colors, how to think with a positive thinking, physical fitness and emotional health. But all these elements work together to produce an effective learning experience.

In line with the statement above Lee (2010: 191) stresses that accelerated learning can be conceptualized as an approach to education in which learning and teaching methods emphasize active, holistic experiences designed to increase the learning that can be achieved within any given timeframe.

In other hand, Wlodkowski (2003: 6) defines accelerated learning programs as a structure to enable students to take courses and earn credits in a shorter period of time than would occur in a traditional semester long course.

From the statements above the researcher concludes that accelerated learning program is a program that can enhance retention and lead to improved performance of the student by giving the shortform of teaching and learning process.

The History of Accelerated Learning

Hidayatullah (2010) explaines about a brief history of accelerated learning is based on the method of calming Lazanov in psychiatric patients by providing music and positive suggestions about their healing. This method is then tested in the study, it was found that the music, positive suggestions and games, enabling students to learn much, much faster and much more effective. McKeon (1995: 64-65) also says that in the early 1960's a Bulgarian psychiatrist named Georgi Lozanov taught English to 60 students using a variety of non-traditional teaching techniques, including the use of music, meditation and a variety of visual and auditory techniques. Referring to his teaching approach as "suggestopedia," Lozanov was interested in students' ability to recall past experiences and to utilize both left-brain and right-brain abilities. For Lozanov suggestopedia was not just a method of learning faster, but rather learning in a more holistic way by employing a "multisensory, brain-compatible teaching and learning methodology".

Hidayatullah (2010) explaines also that on October 6, 1966 was established the first Suggestology Research Institute as a forum to examine the human potential. The goal with the technique of suggestion can liberate thought, then not only stimulate memory, but improve memory and other mental functions and the entire personality. The goal is to keep brain waves,

such as memory, intellectual, creativeness, and to create a pleasant atmosphere in the learning process. While the positive effects of suggestopedic is to adjust the students into society. Larsen (2002: 73) explains that according to lozanov, suggestopedic principles are: (a) bring joy and relaxation in learning by eliminating tension to the whole class, (b) using the two programs the brain, conscious and unconscious brain simultaneously, and (c) suggestive link at the level of complex reserves, covering psychological meanings based on intuition, mental professionals, in all the time.

In suggestopedia class, learning in the classroom is a learning process which is enjoyable trip. The process of learning is described as an active learning with role playing, games, song / music, as well as other activities. Creation of fun in the relaxed situation will improve brain waves so that the energy flows of information between teachers and young students, and between students from one another.

The development of suggestopedia received with enthusiasm by education experts. In 1970, Don Schuster from Iowa State University, Ray Bordon and Charles Gritton start applying these methods in teaching at the high school and university, and the results are positive. In line with this, McKeon (1995) says that in the 1970's corporate training specialists in the United States picked up his ideas, and they developed what is known today as "accelerated learning" and as a way of saving time and money on training while at the same time realizing more positive results. Zemke (1995) explains that accelerated teaching methods can be used in higher education, particularly with adult students in accelerated degree completion and graduate programs.

In 1975 they jointly figures other accelerative founded The Society for Learning and Teaching (SALT) and began sponsoring international conferences. Suggestopedia has aroused the interest of professors in college, high school educator and coach companies in the world to implement suggestopedia in the learning process. On May 11 to December 16, 1978 international conference held suggestology in Sofia, Bulgaria country. The sponsor of this meeting is a working group of experts of international suggestology, UNESCO and the Ministry of Education of Bulgaria. Participants of the meeting were invited to present their findings about learning suggestopedia, and discuss the implementation of the future. They agreed to establish suggestopedia center and will train teachers in suggestopedia.

METHOD

Participants

The subjects of this research were the English teacher and accelerated learning students of Madrasah Tsanawiyah Negeri Model Makassar. The researcher interviewed the English teacher the implementation of accelerated learning program. The researcher also interviewed the students' perception about the significances of accelerated learning program.

Data Collection and Analysis Procedures

There were some procedures set by the researcher in collecting data from the chosen subjects. Here are the following procedures:

1. The researcher asked for permission from the principal of Madrasah Tsanawiyah Negeri Model Makassar.
2. The researcher decided which English teacher and students will be chosen.

3. The researcher observed the English teacher and students when the process of learning.
4. Next, the researcher met the English teacher and students one by one and told them about this research.
5. The researcher then interviewed the English teacher to know his perception about the implementation, problem and solution in teaching English at accelerated learning program.
6. The researcher also interviewed the students to know their perception significances of accelerated learning program.

Meanwhile, the technique of data analysis that was used to analyze the data was based on Miles and Huberman (1994) data analysis.

RESULT

The Implementation of Accelerated Learning Program

The data was taken by interviewing the Principle, vice principle of curriculums affair and the teacher of accelerated learning class as the persons who know deep information about the implementation of accelerated learning program. The interview was intended to find out the background in founding Accelerated learning program in Madrasah Tsanawiyah Model Makassar. The interview was taken on April 9th, 2015 as referred to the the principle of Madrasah Tsanawiyah Negeri Model Makassar, in his office at 09.15 AM and the second interview was also conducted on April 9th, 2015 to the vice principle of curriculum affairs in Madrasah Tsanawiyah Negeri Model at 11.30 AM. The data from interview had shown that there were three reasons of the implementation of accelerated learning program to be held in Madrasah Tsanawiyah Negeri Model Makassar. Those reasons were Internal Background, External Background and Juridical Background. Furthermore, it could be seen detailed explanation as follows:

Based on the interview with the vice principle of curriculum affairs in Madrasah Tsanawiyah Negeri Model Makassar, researcher found that accelerated learning class was founded by three main backgrounds as follows:

1) Internal Background

The implementation of accelerated learning program in accelerated learning class raised because the reality which is showed that this school has internal and external supporting elements that can support the input, process, output and brilliant outcome. It deals with the legal foundation about the implementation of accelerated learning program in Indonesia. That supporting background is the main reason of accelerated learning program to be implemented in this school. In line with this, the researcher got the data about it from the vice principle of curriculum affairs. She said that:

“ . . .Terkait dengan kelas akselerasi, rata-rata saya lihat setiap tahun, empat lima tahun terakhir 90 ke atas, ada yang 98, 99 dan seterusnya itu kan indikasi anak cerdas istimewa . . . anak yang memang cerdas, memiliki kecerdasan istimewa cibi, dapat dimasukkan kedalam kelas ALC kan cerdas istimewa bakat istimewa, saya bilang saya coba, apalagi ada undang-undang no 5. Kita menghargai bahwa setiap anak memang punya kelebihan masing-masing, menghargai bahwa anak memang, ada anak memang memiliki kecerdasan dan bakat istimewa. . . .”

[. . . in line with accelerated learning class, I showed the average score of the students in every year, fourth..fifth this last year are 90, 98 until 99. It is indicated as a smart and intelligence students . . . the students who are smart and high intelligence can be selected to learn in

accelerated Learning Class. I said that I will try to find the information, furthermore there is a law No. 5, we appreciate the student who are more talented..] (**Appendix 2.1. The Interview of T1. April 9th, 2015**)

What it is said by the vice principle of curriculum affairs in explicitly supported by the statement of the teacher in accelerated learning class, Sir Asriyadi, who said that

“... Kelas akselerasi pada program akselasi di MTsN Model Makassar benar-benar diikuti oleh siswa yang memiliki kecerdasan supernormal dan memiliki bakat istimewa. Sebagian besar siswa akselerasi dapat merespon dengan aktif setiap materi yang diberikan oleh gurunya. Gurupun dapat menyampaikan dan menyelesaikan materi pelajaran dengan waktu yang singkat dan tepat waktu dengan cara tatap muka di kelas, tugas mandiri atau kelompok dan lewat pemanfaatan perpustakaan.”

[... accelerated class of accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar is truly followed by the students who have supernormal intelligences and have special talent. Most of the student in accelerated learning class can give response actively in every material that taught by the teacher. The teacher also can deliver and finish the material with briefly time and on time by teaching in the classroom, giving homework, discussion and utilizing the library ...] (**Appendix 2.1. The Interview of T2. April 10th, 2015**)

Besides, the researcher also interviewed the principle of Madrasah Tsanawiyah Negeri Model Makassar, He said that:

“... Program akselerasi di MTsN Model Makassar dilatarbelakangi oleh daya dukung yang ada dalam sekolah itu sendiri, antara lain: adanya siswa yang memiliki kemampuan intelektual yang tinggi dari teman seusianya, sarana-prasarana pendukung, media pembelajaran yang memadai dan didukung oleh guru yang memenuhi kualifikasi akademik yang baik, professional dalam bidang yang diampu, mengetahui karakter siswa akselerasi. . .”

[accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar is motivated by the carrying capacity that exists in the school itself, they are the students who have higher intelligence than other students, facilities, teaching media and supported also by the qualified teachers, professional in the field of teaching and knowing the character of accelerated students]. (**Appendix 2.1. The Interview of T3. April 9th, 2015**)

Interview result that the researcher did with the teacher of Accelerated learning class, Dra. Fatmawati, M. Pd., she stated that:

“... Latar belakang internal dari implementasi program akselerasi di MTsN Model Makassar adalah siswa banyak yang cerdas dan memiliki bakat istimewa, banyak guru yang berkualitas, sarana-prasarana dan media pembelajaran yang memadai, siswa yang memiliki semangat belajar yang tinggi, siswa memiliki kesadaran untuk maju . . .”

[the internal backgrounds from the implementation of accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar are many students are smart and have special talent, qualified teachers, infrastructure and teaching media which is adequate and the students have high motivation and awareness to advance].

From this interview, In June 15th, 2015 researcher observed the internal background of the implementation of accelerated learning program in Madrasah Tsanawiyah Negeri Model Makassar. The data showed that the infrastructures which are available in Madrasah Tsanawiyah

Negeri Model Makassar, they are: (1) infrastructures which include the principle's room, teacher's room, BK's room, TU's room, OSIS's room, classroom sitting arrangement which is easily to be arranged, science's lab, multimedia's room, library, canteen, mosque, playing field, and toilets, (2) infrastructures which include learning centre that consist of book, reference's book, reading book, magazine, newspaper, cassette, VCD, internet connection, computer and etc).

The teachers in Madrasah Tsanawiyah Negeri Model Makassar based on the data, in line with the students who have good perspicacity and special talent, their teachers also should have a good perspicacity and special talent. However, in achieving the ideal condition seems like difficult.

Based on the interview with the vice principle of curriculum affairs, in selecting teachers should be the teachers who have more score than the regular classroom teacher or teachers who have the ability, attitude, and skills of the best among existing teachers.

Based on the data collected, the sources of financing for the operations and development of schools derived from the government budget and the contributions of parents whose children are in the accelerated classes.

The school management which is applied in Madrasah Tsanawiyah Negeri Makassar model is school-based management. School-based management is the management model that gives greater autonomy to the school and encourage the school to make decisions jointly / participatory to fulfill the needs of the school or to achieve the objectives within the framework of national education.

From the results of research conducted through interviews, observation and documentation showing that, in general, environmental conditions such as the readiness of infrastructure, learners, educators and education personnel, finance, and management systems that exist in Madrasah Tsanawiyah Negeri Makassar Model is a supporting element underlying the emergence of the idea of program implementation accelerated classes at the school.

The main background which is caused the accelerated learning class to be founded could be described with the framework as follows:

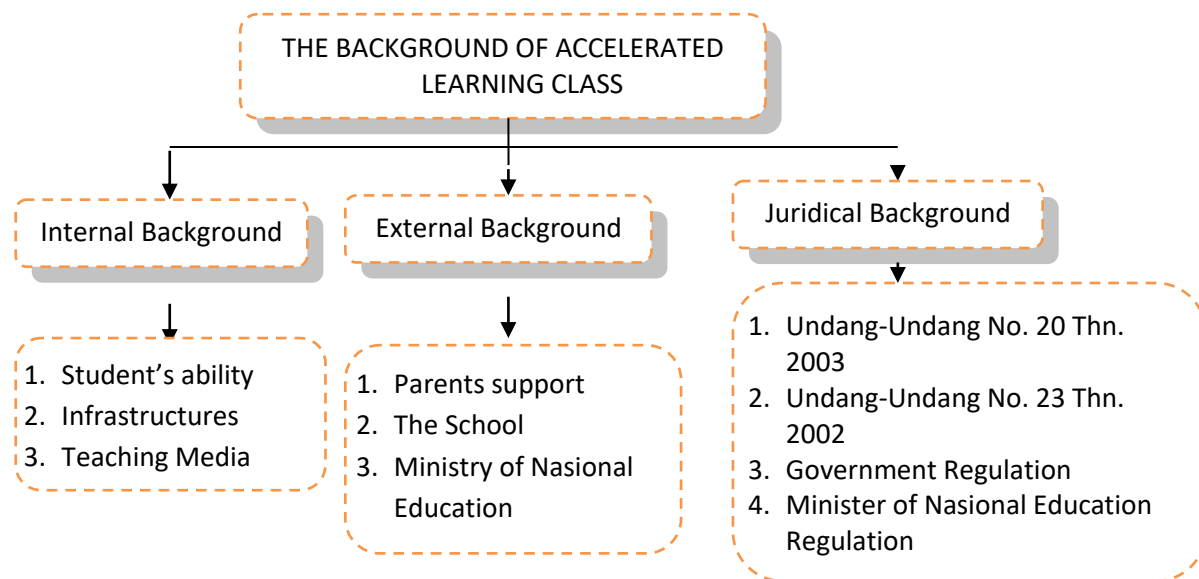


Figure 4.4: The Background of Accelerated Learning Class

DISCUSSION

The implementation of Accelerated Learning Program

Based on the findings presented previously, the implementation of Accelerated Learning Program in teaching English at Accelerated Learning Class was focus on students' comfort in learning. Teacher provided some medias, materials and also facilities to the students to get more information about the material that will be taught. It supported by Rose and Nicholl (2002: 373) state that the purposes of accelerated learning class are to create an environment without stress (relax), a safe environment for doing error, but it has high expectation to be success. The way teacher beginning the classroom also make the student feel fresh and try to focus on the material that will be taught. Teachers greeting the students then asked them to pray can facilitate them to start the class happily.

According to the teacher in previous findings, the teacher explained that by explaining the material at the beginning of the class the student will understand what they are going to learn. The teacher also gives the students permission to find the information about the material that they are going to learn so the teaching and learning process can become more interesting.

Besides, the important thing in teaching and learning process in the classroom is giving feedback. The terms could also be found in implementing the process of teaching English in accelerated class. Based on the data collected, after the students was practicing the material, the teacher showed and corrected the mistakes produced by the students and gave reinforcement to the students by saying applause and good. It is supported by DePotter (2000:73) state by giving feedback to the students can encourage them to be fully engaged and improve the learning process.

Significances of Accelerated Learning Program

The significances of Accelerated Learning Program have good significances to the students. Some students said that they are graduated faster than their friends whose age is same as their age. In addition, significances of accelerated learning program, according to some students it can motivated them to learn, because of their friends progress in learning that have a good improvement, with Accelerated Learning Program, they are more diligent to study and they get more spirit, it may be caused by the facilities in their school.

Regarding to the significances of Accelerated Learning Program, Ganiron (2013: 27) point out that the principles of Accelerates Learning benefited the student to learned more faster and better, so they can be able to apply what they learned in class or in their working and become better or creative innovators. Russel (2011: 5) also said that accelerated basically means growing fast. Learning is defined as the process of changing habits due to the skills, knowledge, or new attitudes.

Problem faced by the teacher

After conducting the interview with the the English teacher of Accelerated Learning Class, reseacher found a few obstacles that teacher faced when teaching English by using accelerated learning Program include the class of Accelerated Learning Program is too exclusive, it makes the students of Accelerated learning Program feel more that the regular class and the problem in teaching English is the situation in the classroom can't be handled well by the teacher, it may be caused by the situation of the classroom which is focused on the student's comfort.

Solutions to Overcome the Problems

The solution given by the teachers to overcome the problem faced by the teachers in teaching English at Accelerated Learning Class are to be better for us to be their partner, not only being a teacher for them. As a teacher we have to understand about their condition or their ability, while the problem of students' in accelerated Learning Class attitude to other students in regular class, I only give them some advices to be not arrogant.

CONCLUSION

The implementation of accelerated learning program has been already in progress as it should, though it still needs to be improved, especially in providing different variations in each learning process.

Accelerated Learning Program in Madrasah Tsanawiyah Negeri Model Makassar has positive significances for the students in accelerated learning class. The effect that students get in Accelerated Learning Program are graduated faster than their friends whose age are same as their age, Accelerated Learning Program can motivated them to learn because of their friends progress in learning that have a good improvement, with Accelerated Learning Program, they are more diligent to study and they get more spirit, it may be caused by the facilities in their school and the process of teaching and learning in accelerated learning class make the students learned more faster and better, so they can be able to apply what they learned in class or in their working and become better or creative innovators.

Teaching English in Accelerated Learning Class does not really have a specific problems or obstacles faced by the teacher. The problem which is raised in teaching and learning process in Accelerated Learning Class are the situation in the classroom which is different with other regular class make the students of Accelerated Learning Class feel more than the others students, a lot of homework given by the teacher and the length of time in teaching and learning process make the students feel bored and tired, and situation in the classroom can't be handled well by the teacher, it may be caused by the situation of the classroom which is focused on the student's comfort.

Based on the problems faced by the teacher in teaching English at Accelerated Learning Class, force them to find out the solutions to overcome the problems. The solutions given by teachers are being a good partner for the students, it will make the students easy to share the problems and consulate the difficulty faced by students. The sitting arrangement, music and the comfort class can facilitate the student to be relax and feel comfortable in the classroom, so they can be enjoy and feel relax although they still have a length of time in learning in the classroom.

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